

# INTERNATIONALISATION PLAN of the Catalan Public Universities 2010-2015



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© AUTHOR  
Associació Catalana d'Universitats Pùbliques (ACUP)

© EDITED BY  
Dídac Ramírez (Rector of the *Universitat de Barcelona*)  
Ana Ripoll (Rector of the *Universitat Autònoma de Barcelona*)  
Antoni Giró (Rector of the *Universitat Politècnica de Catalunya*)  
Josep Joan Moreso (Rector of the *Universitat Pompeu Fabra*)  
Anna Maria Geli (Rector of the *Universitat de Girona*)  
Joan Viñas (Rector of the *Universitat de Lleida*)  
Francesc Xavier Grau (Rector of the *Universitat Rovira i Virgili*)  
Imma Tubella (Rector of the *Universitat Oberta de Catalunya*)

COORDINATED BY  
Josep M. Vilalta

PROJECT TEAM  
Alicia Betts, Nadja Gmelch and Josep M. Vilalta

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# Introduction

Historically Catalonia has always had a clear European vision and been open to the world. This fact has become particularly evident over the last thirty-five years, in which Catalan society (its institutions, companies and citizens) has built ties and has worked within a European and international context, coinciding with the advent of democracy, the opening of the markets and the building of Europe. Within this context, Catalonia's universities have been the country's leading institutions and they have acted on many occasions as a bridge between Catalan society and the rest of the world.

Today, globalisation has brought about a need to rethink the role of universities, higher education and research in general. In this context, higher education institutions take on greater meaning and importance as they work within the global knowledge network. At the same time, their role as active agents in the global knowledge

society is the best way for universities to contribute to the Catalan society through quality in training, scientific excellence, and capacities for innovation and social, cultural and economic progress.

Catalonia's public universities have prepared a joint and proactive response to address the challenges of today's global society and the need for an internationalisation that is well thought-out, structured and that will enable the creation of a university area of excellence in southern Europe

For all these reasons, and to address the challenges of today's global society and the need for an internationalisation that is well thought-out, structured and that will enable the creation of a university area of excellence in southern Europe, Catalonia's public universities have prepared a joint and proactive

response. The first step in this direction was the publication of the *White Paper on the University of Catalonia* in 2008. The *Internationalisation Plan of the Catalan Public Universities 2010-2015*, which was envisaged in the *White Paper on the University of Catalonia*, reaffirms this will to become a university and research system of international reference.

The *Internationalisation Plan* gathers the work of the eight universities that form the *Associació Catalana d'Universitats Pùbliques* (Catalan Association of Public Universities – ACUP) and that operate under the *University of Catalonia* brand. These eight universities are: *Universitat de Barcelona* (UB), *Universitat*

*Autònoma de Barcelona* (UAB), *Universitat Politècnica de Catalunya* (UPC), *Universitat Pompeu Fabra* (UPF), *Universitat de Girona* (UdG), *Universitat de Lleida* (UdL), *Universitat Rovira i Virgili* (URV) and *Universitat Oberta de Catalunya* (UOC), all of which were created to cover Catalonia's needs for higher education, research and knowledge transfer. Spaces of collaboration with Catalonia's other institutions of higher education should be promoted and strengthened by the bodies established

for this purpose, mainly the *Consell Interuniversitari de Catalunya* (Inter-University Council of Catalonia – CIC). The *Xarxa Vives d'Universitats* (Vives Network of Universities), as an association of Catalan-speaking universities, is also an important collaboration space and international promotion mechanism for the Catalan university system with which the various initiatives proposed in this document are coordinated

The *Internationalisation Plan* is based on a vision that is bold and ambitious but also achievable. The main objective of the *Internationalisation Plan* is to turn the *University of Catalonia* into a system that is both cohesive, with the individual and complementary profiles of the universities which form part of it, and internationally recognised for its quality, innovation and social responsibility.

Internationalisation projection is a clear means of improving the institutional capacity of each university and of the Catalan public university system as a whole. However, achieving greater internationalisation will require making the academic programmes more attractive and improve the quality, lines of research and institutional innovation. Providing students with the skills and capacities they need to live and work in an international context implies rethinking, to a great extent, the curricula and teaching methodology, along the lines promoted by the European Higher Education Area (EHEA). Attracting and retaining talent in research groups, institutes and centres involves situating oneself on the frontier of knowledge and providing the infrastructures and environments required for scientific output of international standing. In order to be able to integrate the *University of Catalonia* into a countrywide project with an international and global vision, all the actors involved must agree on some common goals, avoid duplication and inefficiencies, work with determination and contribute the necessary resources in the same direction. Until now, however, the great variety of actions and the lack of institutional solidity behind many of the initiatives carried out in the university sphere have hindered the achievement of this comprehensive, daring and country-strategic vision in the service of society.

The *Internationalisation Plan* covers a timescale of six years (2010-2015) and establishes six priority lines of action, as follows:

- International promotion and recognition
- International Catalan society (Internationalisation at home)
- Global talent and research
- Catalan culture in the world
- Knowledge for development
- The *University of Catalonia*

The main objective of the *Internationalisation Plan* is to turn the *University of Catalonia* into a system that is both cohesive, with the individual and complementary profiles of the universities which form part of it, and internationally recognised for its quality, innovation and social responsibility

For its effective implementation, ACUP will prepare Biennial Action Plans detailing the specific programmes to be carried out, and listing the relevant actions, reference indicators, resources and monitoring mechanisms. The Biennial Action Plans will be submitted to the *Generalitat de Catalunya* (the Government of Catalonia) and to the Central Administration of Spain for their endorsement and to promote specific agreements on joint action, establishing programmes and suitable funding to be decided by mutual agreement.

# 1

## ● The new global era

In the last two decades, societies have experienced significant structural changes. The technological revolution, which has been intense mainly in the area of information and communication technologies, has reshaped society and its dynamics at an accelerated pace. Economies around the world have become globally interdependent, and a relation between society, economy and the State has been incorporated into a system of variable geometry, with complex inter-relations between the political and economic worlds on a global scale. This globalisation has led to a transformation of the scale of human organisation linking distant communities and expanding the influence of power relations across the world's regions and continents.

Some define these changes as the disappearance of physical distances and the distribution of knowledge (*flat world* - Friedman), or as an increased interconnection (*interconnectedness* - Beerkens) in all spheres of societies. There are others, such as Castells, who have christened this new paradigm as a *global information society*, attributing it with a series of individual and differentiated characteristics. It is an information society since the productivity and competitiveness of the economic units or agents (enterprises, regions, nations) depend fundamentally on their capacity to generate, process and efficiently apply knowledge-based information. It is global because the main activities of production, consumption and circulation, as well as their components (capital, labour, resources, management, information, technology, markets), are organised at a global level, either directly or through links between economic agents.

The 'interconnectedness' of today's global society means that the competition for markets, goods and talent has transcended the borders of the classic nation-states and is now present at local, regional, national and supranational levels. Despite this, however, the connection between people and organisations has also translated into more collaboration and cooperation.

Likewise, we find that today's social challenges –such as achieving sustainable development, which includes the fight against poverty and hunger, the protection of human and civil rights, access to and use of basic and energy resources, the fight against climate change and the prevention and management of financial crises, among

One of the most outstanding transformations in the last two decades has been the growing importance and recognition of the role that knowledge and human capital have in the social, economic and cultural development of societies

others— have become transverse challenges requiring global interdependent approaches. The United Nations' (UN) Millennium Development Goals (MDG) (2000) were the first to link the fight against poverty not only to hunger but also to health, education, gender equality and environmental sustainability.

One of the most outstanding transformations in the last two decades has been the growing importance and recognition of the role that knowledge and human capital have in the social, economic and cultural development of societies. This acknowledgement is clearly visible in the numerous reports and studies prepared by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the Organisation for Economic Cooperation and Development (OECD) and the World Bank, among others.

# 2

# Universities, science and innovation: key progress factors

Universities<sup>11</sup> and higher education in general, by the very nature of their activities of generating, conveying and disseminating knowledge, play an increasingly important role in the so called *knowledge society*. The OECD identifies institutions of higher education as bodies with the capacity to *re-invent* today's society and it considers, moreover, that the participation of 40 or 50% of young people in higher education is a key factor for the economic development of a society. The data indicate that, at present, this participation varies notably among the world's major regions: 71% in North America and West Europe, 26% in East Asia and the Pacific region, 23% in the Arab countries, 11% in South and West Asia and, despite the growth in recent times, just 6% in Africa.

UNESCO, in the two World Conferences on Higher Education held in 1998 and 2009, emphasised the paramount importance of higher education, scientific research and innovation in today's society. One only needs to analyse the data in order to observe the current and potential impact of universities. According to

The world's most dynamic and competitive regions always have universities of high impact and quality acting as the driving force behind social, cultural and economic development

the latest data from UNESCO, in 2007 there were almost 153 million students enrolled in institutions of higher education around the world. This figure represents an increase of 53% since the year 2000. Accordingly, higher education, scientific research and innovation are understood to be fundamental for sociocultural and economic progress, for sustainable development, as well as for training the citizens and human capital that will lead the world of the future.

The last UNESCO World Conference on Higher Education identified the major challenges for universities as expansion and growing demand, financing and the need to diversify their sources, and the incorporation of new information technologies and globalisation that affect learning, research and communication. In order to deal with these challenges appropriately, a document was drafted calling on governments to strengthen the equity, relevance and quality of higher education. In addition, the document identified the need to increase regional cooperation for the recognition of qualifications, quality assurance, governance, research and innovation, making clear reference to the EHEA and to universities' social responsibility.

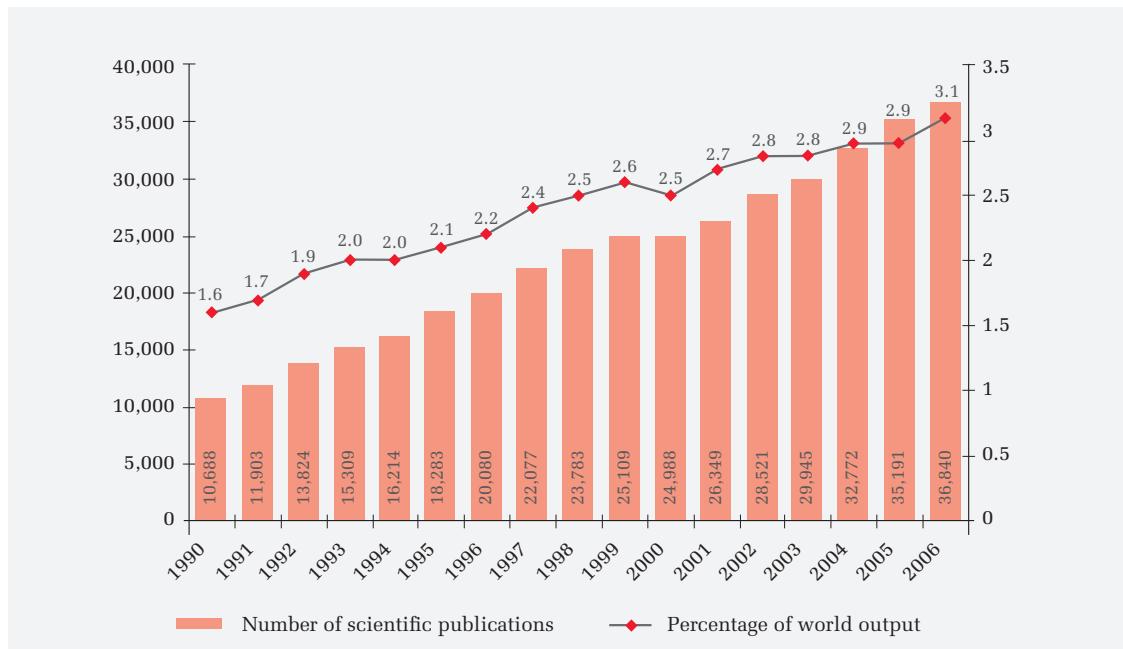
1 'Universities' and 'higher education institutions' are used as synonyms in this document.

In this respect and focusing on research and innovation, there has been a proliferation of clusters or poles of science and innovation with a high concentration of qualified staff and a solid infrastructure for innovation, in which universities play a key role. The city-regions of London, Paris, Munich, Cambridge, Silicon Valley, Salt Lake City and Oresund (Sweden/Denmark) are good examples of creating centres of progress and economic wealth. An analysis shows us that, in the world's most dynamic and competitive regions, universities of high impact and quality are always the driving force behind social, cultural and economic development in global contexts.

Moreover, within the framework of the Lisbon Strategy set out in 2000, the European Union (EU) proposed the goal of *becoming the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion*. In this respect, the EU highlights higher education, research and innovation as strategic political priorities for the growth and competitiveness of its member states.

In the last 25 years Spain, for its part, has made an important effort to move from a panorama in which science was hardly present, to become the ninth State worldwide in scientific output.

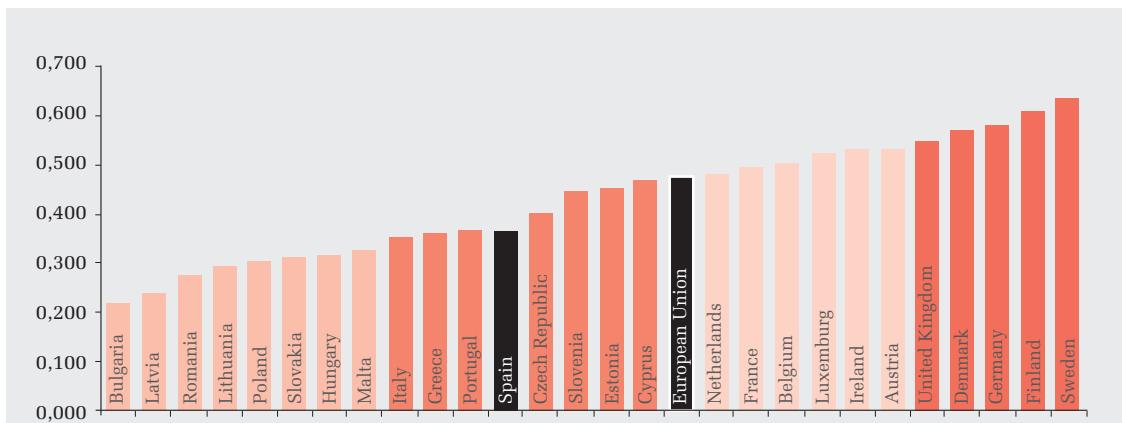
#### **Number of Spanish scientific publications and percentage of world output**



Source > Spanish Ministry of Science and Innovation

Despite this advance, which is more than significant in terms of its magnitude and speed, Spain continues to lag behind the group of countries leading the field of innovation and research, such as the United States, Japan, Sweden, Switzerland, Denmark and Finland, which devote a higher percentage of their Gross Domestic Product (GDP) to innovation and research than Spain does (1.27% in 2007). The data in the *European Innovation Scoreboard* (EIS) always rank Spain below the European average.

## Summary Innovation Performance (2008 SII)



Note: The Summary Innovation Index (SII) is a composite of 29 indicators going from a lowest possible performance of 0 to a maximum possible performance of 1. The 2008 SII reflects performance in 2006/2007 due to a lag in data availability.

Source > PRO INNO Europe

In the last ten years, Catalonia has also made significant progress towards positioning research and innovation as priorities in the public agenda. Bold measures have been taken by the public authorities and there has been political and economic support for quality public and university research. This stage culminated in the year 2008 with the signing of the *Pacte Nacional per a la Recerca i la Innovació* (National Agreement for Research and Innovation – PNRI) by all the actors involved. Despite this, however, the Catalan Pact does not contain a budgetary agreement on public and private investment to assure that its aims and strategies are implemented. Just as the Catalan universities do not have a stable and negotiated background of public financing that would help them to consolidate themselves and to compete as a rich and coherent system on a European and international scale.

Despite the Catalan public university system's full commitment to the implementation of the EHEA and the ERA, the situation is still far from ideal due to the lack of a strong joint strategy and action plan between the universities, the *Generalitat de Catalunya*, the Central Administration of Spain and the other actors involved.

# 3

## The internationalisation of higher education

According to the OECD, in order for universities in general to be globally competitive they must fulfil the following requirements: financial sufficiency and governmental support, leadership with executive capacity, concentration in priority and strategic areas, critical mass, institutional autonomy and academic freedom, knowledge of languages, attractive living and working conditions for foreign personnel, as well as consolidated international institutional relations.

Mobility is a consequence of these requirements. The data from UNESCO (2009) indicate that in the year 2007, over 2.8 million students undertook studies outside their country of origin, 53% more than in 1999. Overall, these figures demonstrate that the demand for higher education is transcending national borders. Furthermore, bearing in mind that this dynamic is expected to continue, it is no surprise that one of the topics arousing the greatest interest in higher education in recent years relates to universities' internationalisation capacity.

It should be mentioned that university and scientific activities naturally generate a multitude of inter-relations between experts and academics at international level. This fact must be kept in mind as these basic international academic inter-relations are often very solid and go beyond international collaboration of an institutional nature.

At this point, it is necessary to make a brief terminological reflection on two concepts which will be used throughout this document: *internationalisation* and *internationality*. The concept of internationalisation in the field of higher education has been defined in various ways, but the most common definition is probably that which describes it as *any systematic, sustained effort aimed at making higher education (more) responsive to the requirements and challenges related to the globalisation of societies, economy and labour markets* (Kälvermark & Van der Wende, 1997). Another frequently applied definition is the one which considers the internationalisation of higher education as a *process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education* (Knight, 2003). This document is based on this last definition as it provides an active vision of universities. The concept of internationalisation should be differentiated from another concept, which is that of internationality. Internationality is understood as the current state of an institution or the state discernible at the time of gathering data relating to international activities, thereby contributing an element of a quantitative nature.

The internationalisation of higher education is not a new trend but rather quite the contrary. The very nature of teaching and research activities makes higher education institutions open to the world. The *Magna Charta Universitatum* (1988) signed by all European rectors puts this very clearly: knowledge has no borders. Moreover, since their beginnings universities have played and still play the role of mediators and creators of international relations of global knowledge and innovation. What has changed, however, is the intensity (and the growing need) of this internationalisation.

It should be mentioned that, within this context, internationalisation is synonymous to quality and academic relevance. The internationalisation of universities provides an important added value: it fosters the opening-up of institutional culture, simplifies the articulation of institutional synergies at international level, improves the quality of education and research through compliance with international standards, promotes the international accreditation of academic programmes, allows the procurement of resources at international level, simplifies the coordination of institutions in the international context of higher education and the opening of new spaces for international promotion, fosters the international participation of teaching and research staff and the increased employability of graduates, and expands the scope for attracting talent. Furthermore, it is a means for consolidating the Catalan university system's own particular values, such as solidarity and its commitment to cooperation. It is difficult to obtain sustained international recognition without having some unquestionable standards of academic quality in place. Likewise, it is essential to furnish the requirements of an education system with high added value and facilitate the conditions for scientific research excellent. In this respect, internationalisation is also a powerful and wide-reaching method for fostering or enforcing the quality of education, research and innovation in universities, in addition to attracting and retaining talent.

According to Scott (2005), globalisation has had different effects on higher education and one of these has been the uniformity of trends and concerns throughout the world. The internationalisation of higher education is one of these concerns shared by universities, governments and societies. In response, a great diversity of initiatives have arisen on a European level (i.e. EHEA), State level (i.e. the Excellence Initiative in Germany and the Excellence Campus in France) and/or of an institutional character (i.e. academic courses in English or programmes for attracting students and talent in the international arena).

University activities naturally generate a multitude of inter-relations between experts and academics at international level; these basic international academic inter-relations are often very solid and go beyond international cooperation of an institutional nature

On the one hand there are initiatives launched by supranational or State governments. In Europe, this would include the European Commission's special emphasis on the internationalisation of higher education. The promotion of the EHEA, the so called *Modernisation Agenda* and the goals of the *European Research Area* demonstrate this interest. While among the State initiatives we could mention those which are derived from the *Estrategia Universidad 2015* (and its *Campus de Excelencia Internacional*) and the creation of *Fundación Universidad.es*, set up with the aim to increase the international presence and visibility of Spanish universities.

Recently, as a result of the media impact that international university rankings have had and the expansion of competition to international spheres, the internationalisation of universities has acquired even greater significance. The priority of internationalising higher education has spread to all levels and we find a great variety of responses (top-down and bottom-up), although always with the same objective: to have a greater presence and be more visible in the global world of knowledge.

On the other hand, with regards to the initiatives being carried out by institutions themselves, we could mention the international policy strategic plans drawn up by each university and the emergence of networks, consortiums, associations and even university mergers. The impetus in recent years of the collaboration and promotion of the *University of Catalonia* within the framework of ACUP is an example of this.

Nevertheless, all these initiatives, whatever their origin may be, share some common dilemmas and aspects when it comes to designing their internationalisation strategies:

- Quality versus internationalisation
- Universities of international reference versus highly specialised universities
- Competition versus collaboration
- Market versus quality and solidarity

Internationalisation is synonymous to quality and academic relevance

# 4

# Catalonia and the internationalisation of universities

The Catalan university system has not remained untouched by this situation, in fact, quite the contrary. In Catalonia too, much emphasis has been placed on the importance and need for internationalising universities to increase their international presence and be able to participate in high-impact projects and publications, above all in the field of scientific output. Internationalisation itself entails incorporating the kind of added value that people and institutions from other countries can contribute to the projects and initiatives carried out by Catalonia's public universities.

Catalonia has positioned itself as a leader in Spain of initiatives for the international promotion of university research and education

Initiatives which demonstrate this interest include the grant programmes of the universities and public administrations, the promotion of the ICREA programme for attracting and retaining researchers from all over the world, the creation of new research centres between the *Generalitat de Catalunya* and various universities, the internationalisation and support for innovation programmes of the *Centre d'Innovació i Desenvolupament Empresarial* (Centre for Innovation and Business Development –CIDEM–, now ACC1Ó), Catalan universities' strategic plans for international relations, and initiatives of private entities such as the scholarsh programme of "la Caixa". With the publication of the *White Paper on the University of Catalonia*, a detailed vision of the Catalan public university system was established and the importance of the internationalisation of higher education in Catalonia was reiterated, specifically proposing joint actions for the internationalisation of the universities. Along these lines, Catalonia has positioned itself as a leader of Spain of initiatives for the international promotion of university research and training. Moreover, Catalan universities have carried out diverse actions to improve the international strategic positioning of the system. Two examples in this respect are the European University Association (EUA) assessments which, with the support of the *Generalitat de Catalunya* and the *Agència per a la Qualitat del Sistema Universitari de Catalunya* (Quality Assurance Agency of the University System of Catalonia Agency for University Quality – AQU Catalunya), all Catalan public universities have submitted themselves to, and secondly, their participation in the OECD study into the contribution of universities to regional innovation and development (*Reviews of Higher Education in Regional and City Development*) promoted by ACUP.

A pioneering study by the SCImago University Group has assessed scientific output centre by centre and its conclusions reveal that Catalan universities are leaders in research activity in Spain. According to this study, the UB is the leading university in terms of research potential and the UAB stands in third place. Moreover, other institutions, such as the UPC and the UPF, lead the classification in diverse specific spheres of knowledge.

With respect to the procurement of funds for research, among the ten leading Spanish universities that have obtained competitive funds and projects from the EU's 6th Framework Programme (FP) for Research and Technological Development, half are Catalan; and of the grants awarded by the European Research Council (ERC) to young researchers this year, over 60% of those which went to Spanish universities and research centres were for Catalonia. In the latest call for the Starting Grants, the 16 grants for Spain include 8 grants for research centres and universities in Catalonia. Likewise, Catalan scientific output grew about 70% between 1996 and 2006, and it already exceeds one-fourth of the total output of Spain (representing 2.5% of the EU total). Additionally, Catalonia is the autonomous region which has received the most financial resources from the Spanish Government's Euroingenio fund, which rewards improvement in the participation in the 7th Framework Programme for Research and Technological Development of the EU in the period 2007-2013. In the year 2008, Catalonia received 103 million euros in returns on the European programme, which has situated it as by far the leading autonomous region of Spain in terms of procurement and utilisation of these Community resources.

Catalonia also leads the field in terms of the number of European inter-university training programmes with financing from the European Commission (Erasmus Mundus programme). Since the first call for the years 2004-2005, seventy Erasmus Mundus programmes with Spanish participation have been approved and thirty-two of these include the participation of Catalan universities.

The data on Erasmus programme exchanges by autonomous regions in recent years show that Catalonia is an attractive destination for university students from abroad. In fact, these data position Catalonia among the top four regions with respect to the number of students coming to our universities as well as in terms of the number of our own students studying in other European countries.

### **Evolution of the number of Spanish students who have participated in the Erasmus programme**

	<b>00/01</b>	<b>01/02</b>	<b>02/03</b>	<b>03/04</b>	<b>04/05</b>	<b>05/06</b>	<b>06/07</b>
Aut. Reg. of Andalusia	2,234	2,424	2,604	2,825	2,970	3,425	3,692
Aut. Reg. of Aragon	777	812	802	859	808	807	745
Aut. Reg. of Principality of Asturias	386	337	355	282	265	345	364
Aut. Reg. of Balearic Islands	112	89	85	98	89	125	131
Aut. Reg. of Canary Islands	438	467	484	505	572	704	597
Aut. Reg. of Cantabria	182	192	181	187	211	210	198
Aut. Reg. of Castile and Leon	1,337	1,368	1,560	1,651	1,617	1,711	1,825
Aut. Reg. of Castile-La Mancha	152	240	262	327	413	535	542
Aut. Reg. of Catalonia	3,055	2,858	3,099	3,273	3,371	3,400	3,212
Aut. Reg. of Extremadura	159	200	268	298	310	339	321
Aut. Reg. of Galicia	670	707	764	969	993	1,215	1,265
Aut. Reg. of La Rioja	65	61	46	64	45	80	69
Aut. Reg. of Madrid	3,150	3,237	3,362	3,891	4,215	4,599	4,532
Aut. Reg. of Murcia	388	430	413	450	457	538	577
Aut. Reg. of Navarre	338	367	406	405	431	508	495
Aut. Reg. of Basque Country or Euskadi	1,163	1,116	1,125	1,110	1,023	1,026	1,003
Aut. Reg. of Valencia	2,552	2,498	2,441	2,840	3,029	3,324	3,257
<b>TOTAL</b>	<b>17,158</b>	<b>17,403</b>	<b>18,258</b>	<b>20,034</b>	<b>20,819</b>	<b>22,891</b>	<b>22,825</b>

Source > Erasmus National Agency

## Evolution of the number of foreign students who study in Spain under the Erasmus programme by Autonomous Regions

	<b>00/01</b>	<b>01/02</b>	<b>02/03</b>	<b>03/04</b>	<b>04/05</b>	<b>05/06</b>
Aut. Reg. of Andalusia	3,130	3,543	3,931	4,101	4,438	4,781
Aut. Reg. of Aragon	564	604	714	744	787	823
Aut. Reg. of Principality of Asturias	335	349	385	381	422	440
Aut. Reg. of Balearic Islands	73	81	86	86	94	104
Aut. Reg. of Canary Islands	428	513	514	574	683	687
Aut. Reg. of Cantabria	168	194	204	186	208	255
Aut. Reg. of Castile and Leon	1,404	1,621	1,926	1,905	2,162	2,362
Aut. Reg. of Castile-La Mancha	111	167	182	227	297	327
Aut. Reg. of Catalonia	3,095	3,340	3,578	3,631	4,109	4,344
Aut. Reg. of Extremadura	183	205	236	262	296	298
Aut. Reg. of Galicia	537	563	839	859	1,117	1,128
Aut. Reg. of La Rioja	43	39	36	43	49	48
Aut. Reg. of Madrid	3,465	3,784	4,206	4,293	4,448	4,848
Aut. Reg. of Murcia	348	365	445	480	544	591
Aut. Reg. of Navarre	214	218	245	278	250	315
Aut. Reg. of Basque Country or Euskadi	745	697	784	780	834	827
Aut. Reg. of Valencia	2,135	2,541	2,978	3,405	3,835	4,418
<b>TOTAL</b>	<b>16,978</b>	<b>18,824</b>	<b>21,289</b>	<b>22,235</b>	<b>24,573</b>	<b>26,596</b>

Source > Erasmus National Agency

In relation to these data it should be added that other mobility programmes –such as Alban (with Latin America) or Study Abroad– also show positive figures for Catalonia.

Despite these good results, however, the Catalan public university system is still far from standing among the most dynamic, innovative and attractive systems internationally. In the area of education, for example, only a very small percentage of Catalan university students have had or are now having a study experience abroad. From an overall perspective, of the 2.7 million students who are enrolled in higher education institutions outside their countries of origin, Spain receives just a little over 2% (as compared to the 22% received by the United States or the 11% by the United Kingdom, 10% by Germany or 9% by France). The knowledge and mastery of foreign languages continues to be a serious handicap for students, teaching staff and researchers as well as for administration and services personnel. If the Erasmus programme is taken as a reference, it can be observed that only 3 Spanish universities, none of which belong to the Catalan university system, stood in the academic year 2005-06 among the top 20 European universities in terms of incoming foreign teachers. On the other hand, Spain was one of the States which sent out the largest number of teachers and in this respect 7 Spanish universities stand among the top 20, including 2 Catalan universities (UAB in 13th place and UPC in 20th). The conditions for attracting foreign teachers continue to be quite poor and there is a lack, at State level, of a coherent policy for contracting such teachers and researchers. On the one hand, this aspect is excessively subject to the rigidity of Spanish and Community rules regarding the mobility of persons and the point has not yet been reached of considering foreign researchers and teachers as a specific group that requires special conditions in relation to the portability of their social, employment-related and tax-related rights, for example. At Community level, attention should be paid to the nationwide implementation of the EU's European Job Mobility Action Plan, which is designed to improve current practices with respect to social security by taking into consideration these forms of mobility. Likewise, the common principles of "flexicurity" adopted by the European Council are pertinent for researchers. On the other hand, the Catalan public university system's internal structures of compensation and promotion continue to be too rigid, which often impedes competition in the international market; the working conditions (facilities and availability of infrastructures, wage levels, possibility of conciliating family

and work life), which are essential in determining the attractiveness of any university, are often not among the most favourable, despite the existence of a suitable professional environment that allows researchers to carry out the research activities which interest them from the first moment.

Despite the bias and the indicators used by some international university rankings, such as the Academic Ranking of World Universities (ARWU) prepared by Jiao Tong University of Shanghai, and the ranking published by *Times Higher Education* (THE), it may be noted that Catalan public universities stand in positions that are quite far from the elite.

In the field of internationalisation policies, it is evident that there is a lack of institutional strength and structure, agreed medium and long-term policies, stable funding, and the support and involvement of all the agents of the system. In short, there is a clear need to structure an integrated policy of international relations. This policy should include joint strategies that are steadily supported by the public administrations involved (mainly the Central Administration of Spain and the Administration of the *Generalitat de Catalunya*). Furthermore, effective funding mechanisms must be set up in order to cope with the challenges of the international promotion of the *University of Catalonia*.

Achieving successful international visibility requires the implementation of joint strategies and mechanisms as an integrated and coherent public university system. This system simplifies economies of scale between the various participating institutions and enables all the Catalan public universities to gain international visibility under a joint brand that identifies them as a space of reference and excellence in Europe and the world. Catalonia should become an international reference owing to its universities' capacity to offer quality education, excellence in scientific research and innovation serving the progress of the country, its citizens, and the international community. Building a brand and a set of joint collaborative strategies among Catalan public universities is both a challenge and an absolute necessity.

Along this line and on the one hand, the strategic areas and instruments of the Catalan public university system which are especially well prepared to compete at global level and in which the public and private sectors are predisposed to collaborate internationally should be promoted. This collaboration should take the form of clusters that strengthen economic sectors and areas of activity with a future projection, and which take advantage of the already existing cooperation platforms in Catalonia. On the other hand, there are also other environments which, for diverse reasons of political, cultural or historical proximity, also allow areas of privileged cooperation to be set up which, in turn, enable the creation of competitive centres of knowledge and innovation focused on common strategic interests.

Catalan public universities should also become active agents in projecting the Catalan language and culture in the world, participating in and promoting initiatives in diverse cultural, scientific and technological spheres through the use and promotion of Catalan as a language of science and culture. At the same time, the international promotion of the *University of Catalonia* should entail, unquestionably, an explicit and direct commitment to the progress of developing countries. Knowledge for development should guide actions and alliances with universities, institutions and countries with difficulties in order to help them face, on the basis of academic capacities, problems such as those involving poverty and inequality, the defence of human and civil rights, and cultural, scientific and technological progress.

The following is a summary of the diagnosis of the internationalisation capacities of the Catalan public university system. The system's strengths, weaknesses, threats and opportunities have been identified in the light of the current situation and the context of Catalonia's public universities.

There is a clear need to build an integrated policy of international relations that includes joint strategies which are consistently supported by the public administrations involved and provided with effective funding mechanisms to respond to the challenges of the international promotion of the *University of Catalonia*

**Summary table of the analysis of the internationalisation capacities of the Catalan public university system.**

<b>Weaknesses</b>	<b>Strengths</b>
Lack of stable mechanisms for promotion and attraction students, teachers and researchers abroad	Growing institutional experience in international mobility and in internationalisation processes
Little research on internationalisation processes at the university, and lack of guiding studies	Motivation, commitment and high levels of voluntarism of the personnel of the university system involved in internationalisation activities
Limited capacity of international negotiation compared to other university systems and institutions	Growing awareness of the importance of knowing languages and other cultures
Large deficiencies in the learning and mastery of other languages (teaching and research staff, administration and service personnel, students)	Experience and presence of Catalan universities in diverse international organisations, such as associations, prestigious networks and bodies for the management of international relations
Scant international awareness and little international experience among students	Existence of diverse centres of studies and observatories in Catalan universities devoted to specific geographical areas
Lack of recognition of international academic activities and/or development cooperation activities as well as a low coefficient of mobility and attraction of foreign teachers	Recognition of the quality of Catalan teachers and researchers abroad and good interaction between the academic and scientific community and international partners and peers
Non-existence of information systems or common indicators of the levels of internationality and internationalisation of the Catalan university system	International negotiation capacity with universities in Latin America, compared to the universities of other European countries
Lack of visualisation in society of the internationalisation of the Catalan university system	Intense internationalisation activities research and of research centres
Scant regulated teaching in foreign languages, lack of institutional supports and incentives, and lack of integration of internationalising elements in academic plans	Attractiveness of Barcelona. Quality of life and values of multiculturality and work in Catalonia
Lack of a comprehensive system for analysing results, and of a systematic periodical process for reviewing goals, targets and actions	Leadership with respect to the universities in the rest of Spain

<b><i>Threats</i></b>	<b><i>Opportunities</i></b>
Insufficiency of stable pluri-annual public funding schemes for international and internationalisation activities	The internationalisation process of higher education throughout Europe
Lack of continuity in actions and absence of a bold policy at State and autonomous regional level	Adaptation to the EHEA and the ERA
Highly restrictive migratory policy and difficulties in legalising the status of foreign students, teachers and researchers	Creation of a Latin American Higher Education Area and of the Europe-Latin America Common Higher Education Area
Little knowledge of higher education policies in Spanish embassies and consulates abroad (and in the foreign offices of the Generalitat de Catalunya)	Existence of an organisational structure as a Catalan university system (ACUP and CIC)
Possible external perception of the Catalan language as an obstacle to internationalisation	Good interaction between the academic and scientific community and its international partners and peers
Difficulties of implementing the EHEA	Spain as a gateway to Latin America; Catalonia as a gateway to Europe and the Mediterranean
Positioning of the public universities in current international rankings	Process of institutional opening up to other geographical areas (Africa, Asia, Eastern Europe, Oceania)

# 5

## Aims, lines of action and strategies

The *University of Catalonia* wishes to construct a joint proactive response to meet the challenges of today's global society and address the need to develop a well thought-out, structured and flexible internationalisation plan that will entail a step forward for each university and for the public university system as a whole. The publication of the *White Paper on the University of Catalonia* (2008) was a first step in this direction. The *Internationalisation Plan of the Catalan Universities 2010-2015*, which was envisaged in the *White Paper on the University of Catalonia*, reaffirms this will to become a recognised scientific research and public university system.

The *Internationalisation Plan* is based on a vision that is bold and ambitious but also achievable. The main objective of the *Internationalisation Plan* is to turn the *University of Catalonia* into a system that is cohesive, with the individual and complementary profiles of the universities which form part of it, and internationally recognised for its quality, innovation and social responsibility.

Internationalisation is a clear means of improving institutional capacity of each university and of the Catalan public university system as a whole. However, achieving greater internationalisation will require making the educational programmes more attractive and improving quality, lines of research and institutional innovation. Providing students with the capacities they need to live and work in an international context implies rethinking, to a great extent, the curricula and learning methodology, along the lines promoted by the European Higher Education Area (EHEA). Attracting and retaining talent in research groups, institutes and centres involves situating oneself on the frontier of knowledge and providing the infrastructures and environments required for scientific output of international standing. In order to be able to integrate the *University of Catalonia* into a countrywide project with an international and global vision, all the actors involved must agree on some common goals, avoid duplication and inefficiencies, work with determination and contribute the necessary resources in the same direction. Until now, however, the great variety of actions and the lack of institutional solidity behind many of the initiatives carried out in the university sphere have hindered the achievement of this comprehensive and daring vision which is a genuine regional strategy to serve Catalonia.

The *University of Catalonia* as a system that is cohesive, with the individual and complementary profiles of the universities which form part of it, and internationally recognised for its quality, innovation and social responsibility

On the basis of all that has been set out above, the priority goals for this *Internationalisation Plan* have been defined for the period 2010-2015:

- To achieve the international recognition of the *University of Catalonia* brand as a university area of excellence in Europe.
- To achieve an appropriate mastery of English within the university community as a whole (teaching and research staff, administration and service personnel, and students).
- To increase the number of European and international research projects and, in particular, to double the number of projects led or coordinated by Catalan research groups.
- To attract and retain talent of international prestige.
- To double the mobility of Catalan university students involved in educational experiences abroad, reaching the annual sum of 8,000 people.
- To consolidate master's and doctorate programmes of international prestige and quality.

The *Internationalisation Plan* has six priority lines of action, each with a series of specific strategies, to respond appropriately to the challenges of the system and to achieve the proposed goals.

#### **Line 1 International promotion and recognition**

To internationally promote and consolidate the Catalan public higher education system within the framework of Catalonia as a European knowledge region.

#### **Line 2 International Catalan society (Internationalisation at home)**

To incorporate an international dimension into all university fields and to train university students to think and to live in an international context.

#### **Line 3 Global talent and research**

To strengthen quality research and the attraction of talent.

#### **Line 4 Catalan culture in the world**

To promote the Catalan language and culture throughout the world.

#### **Line 5 Knowledge for development**

To foster coherent and coordinated university cooperation with developing countries, working towards the progress of societies.

#### **Line 6 The *University of Catalonia***

To consolidate inter-university collaboration within the sphere of international relations for the benefit of each university and the public university system as a whole.

The main mechanism for achieving this vision is, specifically, the *Internationalisation Plan of the Catalan Public Universities 2010-2015*. Based on a joint reflection by the various actors involved, and with bold proposals for the future, its initiatives should be complementary and add value as a system to the action which is already being carried out by other institutions and the universities themselves (collaborative win-win strategy). In this respect, it is essential to count on the participation and support of all the agents of society involved in the internationalisation of Catalan public universities.

## **Line 1 International promotion and recognition**

We live in a society in which universities are taking on an increasingly important role in development, cohesion and competitiveness in Catalonia and the rest of the world. Globalisation, international rankings and competition both within and outside our borders are just a few of the elements prompting universities to become visible and competitive internationally if they wish to be key actors in the knowledge economy and society. Internationalisation is also a very powerful and wide-reaching method for fostering or enforcing the quality of education, research and innovation at universities.

Thus, with the primary objective of consolidating and promoting internationally the quality of a Catalan public higher education system, integrated into the knowledge region, and to become an international reference higher education system. The international promotion of Catalan public universities has been chosen as the first line of action. Along this line, five strategies have been devised which are presented below:

### **Strategy 1 > Develop a promotion and communication strategy**

A promotion and communication strategy should be designed which will respect the institutional identities of the eight public universities while endowing the public university system as a whole with a differentiated internationally attractive image (brand) in addition to cohesion and solidity.

### **Strategy 2 > Increase international presence**

An active international presence should be strengthened in forums, fairs, international bodies and supranational institutions in order to foster new alliances and to raise awareness of the Catalan public university system in prestigious forums with the aim of enlarging its radius of influence and of strategic cooperation. In particular, participation should be strengthened in international bodies such as the EUA and the International Association of Universities (IAU), and there should be collaboration with national and Catalan actors (*Fundación Universidad.es*, CIC, foreign offices of the *Generalitat de Catalunya*, chambers of commerce) in order to be present in specific regions of the world which are considered a priority for the universities, and to jointly define an international marketing and promotion policy. Along this line, it is also of interest to strongly promote the presence of Catalonia and its university system in supranational decision-making centres and forums and in discussions and studies on the innovation and modernisation of universities, thereby contributing our own vision.

### **Strategy 3 > Provide internationally attractive and high-quality academic programmes**

Identify high-quality master's courses and doctorate programmes in the public university system as a whole, which are linked to research centres of excellence and are internationally attractive, and promote these internationally. The number of academic programmes offered in English and the number of joint or dual programmes run with foreign universities should be increased.

### **Strategy 4 > Encourage the participation of alumni**

Continued contact should be maintained with alumni (of master's and post-graduate programmes, including people of national origin who travel abroad and those of foreign origin who have studied in Catalonia) for the purpose of seeking paths of collaboration that will allow them to remain linked to the Catalan university system and to its international promotion.

### **Strategy 5 > Improve the position of Catalan public universities in international rankings**

The indicators of international rankings should be analysed in order to achieve improvement in key aspects. Moreover, the pertinent data should be monitored in order to assure that appropriate updated

information reaches the entities that manage the rankings. Paths should be sought for participating in the definition of indicators that will better reflect the position of the universities according to what society expects of them and the funding they receive.

#### **Strategy 6 > Integrate research centres and other agents of the science and innovation system**

Collaboration should be fostered between Catalan public universities, Catalonia's research centres and other agents of the science and innovation system in the programmes and actions of the *Internationalisation Plan*.

#### **Strategy 7 > Maintain and consolidate strategic relations with Latin America**

Relations with Latin America should be stimulated in order to attract master's degree and doctorate students and visiting teachers, and efforts should be made to establish alliances in research projects and to promote joint teaching programmes.

### **Line 2 International Catalan society (Internationalisation at home)**

Internationalising universities is determined by the basic building blocks of universities: knowledge. Indeed, knowledge knows no borders. Quite to the contrary, it grows and is nurtured by collaboration.

However, in a global society in which the labour market is increasingly spreading beyond State borders, international relations based on an affinity of disciplinary interests are not enough, and it is necessary to incorporate a strategic systematised international dimension into all university fields.

Unfortunately, only a very small percentage of Catalonia's university students, teaching and research staff, and administration and service personnel participate in study, work or research stays abroad. Everybody staying in our universities, whatever their fundamental reasons may be, should also have the opportunity to participate in an environment that transcends borders and will provide them with the tools to live and develop themselves in an international context.

This training in international capacities and the incorporation of an international dimension into university activities (in the curricula, social activities, research groups, etc.) should be structured and made available both to the people who come to stay at our universities as well as to Catalan students. Moreover, internationalisation at home is of key importance for achieving good projection in the foreign university world and for attracting students and teachers from abroad to our universities. The achievement of this internal dimension may be simplified by the current European higher education convergence processes, the ultimate aim of which is the creation of a common framework in which the transparency of educational structures combines with the plurality of national systems and their openness to difference and diversity. This requires a systematic strategic vision that goes beyond the ad hoc treatment of the isolated initiatives that arise, a vision that will be integrated as an asset into the process of planning university activity since it affects everything from the most abstract level of organisation, policies and goals, to the most specific level involving the transformation of curricula, teaching methodologies and the development of intercultural competences.

Consequently, it is necessary to promote a determined and far-reaching internal process of internationalisation which becomes the central focus of political decisions and strategies. This process must permeate through teaching and administrative bodies and activities, in order to become a value, a custom and a way of being, living and working at the university (a normalising process of internationalisation). The purpose of this line

of action is to increase the internal internationalisation of Catalan public universities in a well thought-out, systematised way. The four strategies listed below have been developed to this end:

#### **Strategy 8 > Train citizens and university students in the skills needed to live and work in an international context**

An international dimension should be introduced into the education of students by using adapted curricular contents, specific activities, etc. There should be participation with other institutions and agents from within the country and abroad with the aim of favouring development for living and working in an international context (business associations, social agents, chambers of commerce, governmental agencies, cultural and scientific entities, and communication media).

#### **Strategy 9 > Strengthen the promotion and professional recognition of international activity (teaching and research staff, administration and service personnel)**

Professional recognition should be sought for the people who are actively involved in internationalisation tasks in order to promote the international activity among teaching and research staff and administration and service personnel, whether in activities at the university itself through in mobility abroad.

#### **Strategy 10 > Define internationalisation standards**

Internationalisation standards and a training code of conduct should be defined jointly by incorporating an international dimension into curricular content, into research (increasing the relation with international research groups of excellence), and into the rest of the university activities (cultural activities and services) and the conditions of the public spaces (multilingual documentation and signposting).

#### **Strategy 11 > Improve integration and welcoming services accomodation**

There should be a systematisation and improvement of hospitality systems (accommodation, transport, information) and services for integrating students, teaching and research staff, and administration and service personnel in Catalan public universities and in Catalonia in general.

### **Line 3 Global talent and research**

Research and innovation are key elements for the consolidation of Catalonia as a knowledge region. In recent years the resources devoted to research have increased significantly and productivity indices have improved substantially, as previously mentioned.

In the research field, quality and internationality are mutually conditioned: in order to be able to establish high-quality contacts in research, excellent results are required, and in order to obtain excellent results, it is necessary to attract highly qualified scientists, both from within the country and from abroad. Quality research and innovation require *sine qua non* a professional critical mass with a high capacity of adaptation to the constant changes of our times. Furthermore, a sufficient pluri-annual funding system must be established which aims to invest 2% of the GDP in research in the short term and 3% in the medium term.

This line of action seeks to strengthen research and the attraction of talent by Catalan public universities. Five strategies have been identified to this end:

#### **Strategy 12 > Create research poles of excellence**

Research poles or lines of excellence should be identified in each institution and its environment (research institutes, science and technology parks, university hospitals, etc.) in order to form a map that

will represent the Catalan public system and at the same time add prestige and quality. These research lines should be linked to internationally attractive advanced training programmes.

**Strategy 13 > Promote the mobility of students, teachers and researchers (incoming/outgoing)**

The participation of students and of teaching and research staff in mobility programmes for stays abroad should be fostered and simplified. Likewise, the mobility of foreign students and teaching and research staff should be promoted at Catalan public universities.

**Strategy 14 > Foster research management expertise and develop professional profiles in this field**

The development of professional profiles for the direction and management of research and innovation in Catalonia should be strengthened. The participation and leadership of Catalan public universities in European and transnational programmes and competitions should be facilitated.

**Strategy 15 > Establish strategic research alliances**

Strategic alliances and agreements should be established with regions and countries of priority interest, favouring the training of managers, the exchange of experiences and stays, an observatory of good practices, etc.

**Strategy 16 > Simplify the contracting procedures of international talent**

Ways should be sought for simplifying the contracting and consolidation of highly talented professionals with international experience as staff members, strengthening the ICREA programme and other instruments and providing the required flexibility in the personnel policies of the public universities.

## Line 4 Catalan culture in the world

Universities have played an important historic role in the defence and promotion of culture, and in our case in particular, of the Catalan culture and language. For this reason the internationalisation of Catalan public universities should be accompanied by a greater promotion of Catalonia and its culture and language. The Catalan language and culture should be seen as an opportunity and a valuable asset in a cosmopolitan country that is open to the world and is an attractive place to live and work; a place that is at the same time rooted in its culture and its origins

**Strategy 17 > Promote Catalonia and its language and culture around the world**

Actions should be articulated with the various institutions and bodies around the world that promote Catalonia and its language and culture abroad. Catalan should be favoured as a language of culture and science, providing for the translation of books and international reference manuals into the Catalan language.

**Strategy 18 > Foster respect and commitment to the Catalan language and culture**

The commitment to respect and promote the Catalan language and culture should be included in the internationalising initiatives, assuring that they will be an opportunity and not an obstacle.

**Strategy 19 > Strengthen the collaboration with the Xarxa Vives d'Universitats**

Collaboration should be encouraged with the *Xarxa Vives d'Universitats* (Vives Network of Universities) with the aim of promoting projects and initiatives for disseminating the Catalan culture and language in the world.

### **Strategy 20 > Achieve multilingual campuses**

At the same time, the knowledge and use of diverse languages should be fostered on the university campuses of the public universities among both the students and the teachers and the administration and service personnel. Information should be provided on the language in which each subject is taught. Specifically, a programme for learning English should be promoted among the teaching and research staff and the administration and service personnel.

## **Line 5 Knowledge for development**

The structural change towards the knowledge society also involves developing countries. An effective use of knowledge and an educated population are one of the most decisive elements for assuring social and economic development. Through the concept of *Knowledge for Development* (K4D), systems of innovation and knowledge are fostered with the aim of assuring the sustainable development of partner countries. An improvement in higher education and an increase in the scientific capacity of the partner countries and in their participation in international networks of knowledge are decisive factors for being able to fight effectively against poverty, for designing globalisation in a fairer way and, accordingly, for fulfilling the Millennium Development Goals.

Fostering knowledge for development, especially all in the sphere of higher education, should consequently play a prominent role in international cooperation for development. Universities are unquestionably actors of the greatest importance in this respect. They contribute, together with other development actors, to the training of experts and future leaders; to the institutional development of institutions of higher education by creating solid systems of science, technology and innovation; to the research on significant topics for development; and to the integration into international networks of knowledge, among other ways by promoting information and communications technologies (ICT).

In this respect, the main goal to be achieved in the area of university cooperation for development is to help universities take on this prominent role and contribute to strengthening higher education in the partner countries. For this reason, it is necessary to reflect on the goals, instruments and current impact of university cooperation for development, to concentrate efforts and to increase the coordination and coherence of universities' cooperation activities. This reflection should take into consideration, among other aspects, the documents prepared by the *Conferencia de Rectores de las Universidades Españolas* (Conference of Rectors of Spanish Universities – CRUE) such as the *Estrategia de Cooperación Universitaria para el Desarrollo* (Strategy of University Cooperation for Development – ESCUDE) and the Code of Conduct for universities in cooperation matters.

### **Strategy 21 > Foster a joint programme of Catalan university cooperation for development**

The aim is to carry out a joint reflection among all the Catalan public universities, in collaboration with the *Agència Catalana de Cooperació al Desenvolupament* (Catalan Agency for Development Cooperation – ACCD), on university cooperation for development. This reflection should culminate in an ambitious country-wide university cooperation for development programme. This joint strategy among all the Catalan public universities will allow the global challenges to be faced and, in this way, situate university cooperation for development as a strategic line of action of all Catalan public universities.

### **Strategy 22 > Create a programme for strategic cooperation with Africa**

Catalan public universities are committed to establishing a strategic partnership with universities, university associations and/or networks and research centres on the African continent. The main goal is to establish stable strategic alliances with African universities and above all with those of Sub-Saharan Africa. In most cases the African continent is a new field of collaboration for Catalan universities (until

now most projects have been focused on Latin America). Consequently, in accordance with the efforts to coordinate and concentrate cooperation activities, it is proposed that a coordinated common working strategy should be promoted between Catalan universities and a series of African universities. Within this common frame of work, joint projects will be carried out among all the Catalan public universities and bilateral projects will be undertaken between African and Catalan universities.

#### **Strategy23 > Mediterranean Higher Education and Research Area**

Barcelona and Catalonia in general have played an important role in the development of European policies with respect to the Mediterranean region. Indeed, Barcelona has recently been chosen as the headquarters of the Secretariat of the Union for the Mediterranean. Higher education plays an outstanding role in development and cooperation within the Mediterranean area. In this context, Catalan public universities wish to participate actively in the new leading role occupied by Barcelona and Catalonia, contributing actions in the fields of research and innovation and of development cooperation, and to thereby create the Mediterranean Higher Education and Research Area.

### **Line 6 The University of Catalonia**

This last line of action is, unquestionably, the most transverse of all and the one that lays the foundation for the *Internationalisation Plan of the Catalan Public Universities 2010-2015*. Each Catalan public university has its own strategy of international relations and/or internationalisation. Each one carries out numerous actions and makes efforts to introduce an international dimension into its activities and seeks to situate itself within the international context. All these universities share the wish (and the need) to be visible and recognised internationally. Together, taking advantage of economies of scale and respecting the initiatives that are already under way, they will be able to meet the challenges which would be beyond the reach of each university on its own. This joint action should increase the capacity of visibility and recognition abroad.

Consequently, the goal of this line of action is to consolidate inter-university collaboration that benefits each university and the public university system as a whole. To this end, the following strategies are established:

#### **Strategy 24 > Consolidate the collaboration between the institutional actors of Catalonia and the rest of Spain**

A solid and efficient institutional architecture should be promoted within the Catalan context, grouping all the actors in matters of universities and research and agreeing on joint actions and projects.

#### **Strategy 24 > Create joint bodies of international representation**

Joint bodies of international representation and mechanisms of political influence should be promoted that will benefit the public university system as a whole and each of its institutions. Their activities should include: the dissemination of international research programmes, the promotion of post-graduate programmes, the establishment of an office in Brussels and in diverse countries and continents, the attraction of talent, and cooperation for development.

#### **Strategy 25 > Foster reflection on internationalisation**

An observatory of the internationalisation of public universities should be set up to study experiences and topics relating to the internationalisation of higher education both in Catalonia and Spain as well as around the world. This observatory should include the seminars and forums which already exist in each institution.

# 6.

# Performance and monitoring. Biennial Action Plans

To implement the *Internationalisation Plan of the Catalan Public Universities 2010-2015* established for the period 2010-2015, Biennial Action Plans will be drafted (Action Plan 2010-2011, Action Plan 2012-2013 and Action Plan 2014-2015). These Biennial Action Plans will consist of programmes, a series of concrete actions, specific budgets, working teams, and results and indicators. For each Biennial Action Plan, specific finding will be established to cover the various programmes and actions to be implemented. The universities and institutions promoting the Biennial Action Plan will agree in this respect on the specific contributions to the plan. Specifically, it is proposed to sign biennial agreements between, on the one hand, ACUP and the *Generalitat de Catalunya*, and on the other, between ACUP and the Central Administration of Spain. In these specific biennial agreements, priorities and the concrete actions to be carried out according to the *Internationalisation Plan* and the Biennial Action Plans will be determined jointly.

The ACUP International Relations Commission is formed by the Vice-rectors for International Relations, the Heads of the International Relations Offices or Services of the universities, and the executive secretary of ACUP, under the coordination of the latter. The ACUP International Relations Commission will meet once every six months to study the performance status of the *Internationalisation Plan*, to assess possible dysfunctions and to implement the various programmed actions. Within the ACUP Secretariat, a specialised working unit will be created for the effective implementation of the *Internationalisation Plan*. The unit will operate under permanent coordination with the universities' international relations offices and services through the ordinary work and the meetings of the International Relations Commission. Additionally, for the ordinary implementation of the Biennial Action Plans, a Technical Council will be created that will be formed by three representatives of the Catalan public universities (two Vice-Rectors and one Head of International Relations Service) and the ACUP Secretariat. This Technical Council will meet quarterly and will have the mission of carrying out and monitoring the Biennial Action Plans, reporting to, and informing, the ACUP International Relations Commission.

# Methodology and participants

The *Internationalisation Plan* is the result of the work of the *Associació Catalana d'Universitats Pùbliques* (ACUP), under the impetus of the universities' rectors, through the ACUP Secretariat and the ACUP International Relations Commission, the latter formed by the Vice-Rectors for International Relations and the Heads of the International Relations Offices or Services of the eight universities.

Briefly, the main phases of drafting the present *Internationalisation Plan* carried out over the course of 2009 have been the following:

1. Benchmarking study of international good practices, among others the German Academic Exchange Service (DAAD), Nuffic (the Netherlands), the Association of Universities and Colleges of Canada (AUCC), Campus France and Universities Scotland (United Kingdom)
2. Preparation of a questionnaire for the study of the present situation of Catalan public universities based on internationalisation indicators identified by the Centre for Higher Education Development (CHE, Germany)
3. Completion and analysis of the questionnaire
4. Periodic meetings of the ACUP International Relations Commission
5. Preparation of the draft of the *Internationalisation Plan*
6. Working seminar with Rectors, Vice-rectors, authorities and experts from other countries (10 November 2009)
7. Final drafting of the *Internationalisation Plan*

The direction and coordination of the *Internationalisation Plan* has been carried out by the Executive Secretary of ACUP, Josep M. Vilalta. The working and drafting team of the *Internationalisation Plan* was formed by Alicia Betts, Nadja Gmelch and Josep M. Vilalta.

Participating in the working sessions, which were held within the framework of the ACUP International Relations Commission, were:

- Carreras, Carles – Vice-Rector for International and Institutional Relations, UB
- Casals, Marina – Coordinator of the Internationalisation Unit of the Rectorate Technical Office, URV
- Cuatrecasas, Anna – Director for International Development and Relations, UB
- Duch, Montserrat – Vice-Rector for International Relations and Post-Graduate Programme, URV
- Figuerola, Carme – Vice-Rector for International and Cooperation Relations, UdL
- López, Sara – Head of the International Relations Service, UPF
- Marquès, Pilar – Deputy to the Vice-Rectorate for International Policy, UdG
- Martí, Josep M. – Coordinator of the International Relations Office, UdL
- Martínez, Helena – Head of the International Relations Service, UPC
- Martra, Esther – Head of the Office for International Programmes and Mobility, UB
- Morràs, Maria – Vice-Rector for International Relations, UPF
- Pérez Cabaní, Maria Lluïsa – Vice-Rector for International Policy, UdG
- Reyes, Soreya – Director for Internationalisation of the International Post-Graduate Institute, UOC
- Ripoll, Laura – Head of the Foreign Relations Office, UdG
- Torres, Lluís – Vice-Rector for International Policy, UPC
- Unzeta, Mercè – Vice-Rector for International Relations, UAB
- Vilalta, Marta – Head of the International Relations Area, UAB
- Zvereff, John – Director for International Development, UOC
- Betts, Alícia – Projects manager, ACUP
- Gmelch, Nadja – Projects manager, ACUP
- Vilalta, Josep M. – Executive Secretary, ACUP

Additionally, the following people have participated as external experts and advisors:

- Bassi, Davide – Rector of the University of Trento (Italy)
- Campins, Mar – Former Vice-Rector for International Policy and Mobility, UB
- Ferrer, Lluís – Former Rector, UAB
- Grothus, Ulrich – Deputy Secretary General of DAAD (Germany)
- Noorda, Sijbolt – President of the Association of Universities in the Netherlands (VSNU)

# Acronyms

ACCD	<i>Agència Catalana de Cooperació al Desenvolupament</i> – Catalan Agency for Development Cooperation
ACUP	<i>Associació Catalana d'Universitats Públiques</i> – Catalan Association of Public Universities
AQU	<i>Agència per a la Qualitat del Sistema Universitari de Catalunya</i> – Quality Assurance Agency of the University System of Catalonia
ARWU	Academic Ranking of World Universities
CHE	Centre for Higher Education Development
CIC	<i>Consell Interuniversitari de Catalunya</i> – Interuniversity Council of Catalonia
CIDEM	<i>Centre d'Innovació i Desenvolupament Empresarial</i> – Centre for Innovation and Business Development
CRUE	<i>Conferencia de Rectores de las Universidades Españolas</i> – Conference of Rectors of Spanish Universities
DAAD	<i>Deutscher Akademischer Austausch Dienst</i> – German Academic Exchange Service
EHEA	European Higher Education Area
EIS	European Innovation Scoreboard
EPUF	EuroMed Permanent University Forum
ERA	European Research Area
ERC	European Research Council
ESCUDE	<i>Estrategia de Cooperación Universitaria para el Desarrollo</i> – Strategy of University Cooperation for Development
EUA	European University Association
IAU	International Association of Universities
ICREA	<i>Institució Catalana de Recerca i Estudis Avançats</i> – Catalan Institute for Research and Advanced Studies
K4D	Knowledge for Development
UN	United Nations
OECD	Organisation for Economic Cooperation and Development
MDG	Millennium Development Goals

ASP	Administration and Services Personnel
TRS	Teaching and Research Staff
GDP	Gross Domestic Product
FP	Framework Programme
PNRI	<i>Pacte Nacional per a la Recerca i la Innovació</i> – Catalan Pact for Research and Innovation
THE	Times Higher Education
ICT	Information and Communication Technologies
UAB	<i>Universitat Autònoma de Barcelona</i>
UB	<i>Universitat de Barcelona</i>
UdG	<i>Universitat de Girona</i>
UdL	<i>Universitat de Lleida</i>
EU	European Union
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UOC	<i>Universitat Oberta de Catalunya</i>
UPC	<i>Universitat Politècnica de Catalunya</i>
UPF	<i>Universitat Pompeu Fabra</i>
URV	<i>Universitat Rovira i Virgili</i>
VSNU	<i>Vereniging van Universiteiten</i> – Association of Universities in The Netherlands

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# BIENNIAL ACTION PLAN

2010-2011



# Introduction

The *Internationalisation Plan of the Catalan Public Universities 2010-2015* is the result of the vision and the desire to turn the Catalan public university system into a system that is cohesive, with the individual and complementary profiles of the universities which form part of it, and internationally recognised for its quality, innovation and social responsibility.

The main goals of the Plan for the period 2010-2015 are as follows:

- To achieve the international recognition of the *University of Catalonia* brand as a university area of excellence in Europe.
- To achieve an appropriate mastery of English within the university community as a whole (teaching and research staff, administration and service personnel, and students).
- To increase the number of European and international research projects and, in particular, to double the number of projects led or coordinated by Catalan research groups.
- To attract and retain talent of international prestige.
- To double the mobility of Catalan university students involved in educational stays abroad, reaching the annual sum of 8,000 people.
- To consolidate of master and doctorate programmes of international prestige and quality.

In order to achieve this vision, it was decided in the *Internationalisation Plan* to draw up three Biennial Action Plans containing specific actions and programmes. These items would correspond to the six priority lines of action which have been identified and their respective strategies, as listed below:

## **Line 1 International promotion and recognition**

Internationally consolidate and promote a Catalan higher education system of quality that is integrated into the knowledge region and that will be an international reference.

1. Develop a promotion and communication strategy
2. Increase international presence
3. Provide internationally attractive and high-quality academic programmes

4. Encourage the participation of alumni
5. Improve the position of Catalan public universities in international rankings
6. Integrate research centres and other agents of the science and innovation system
7. Maintain and consolidate strategic relations with Latin America

#### **Line 2 International Catalan society (Internationalisation at home)**

Incorporate an international dimension into all university spheres.

8. Train citizens and university students in the skills needed to live and work in an international context
9. Strengthen the promotion and professional recognition of international activity (teaching and research staff, administration and services personnel)
10. Define internationalisation standards
11. Improve integration and welcoming services

#### **Line 3 Global talent and research**

Strengthen research and the attraction of talent.

12. Create research poles of excellence
13. Promote the mobility of students, teachers and researchers (incoming/outgoing)
14. Foster research management expertise and develop professional profiles in this field
15. Establish strategic research alliances
16. Simplify the contracting of international talent

#### **Line 4 Catalan culture in the world**

Promote Catalan culture and Catalonia around the world.

17. Promote Catalonia and its language and culture around the world
18. Foster respect and comunitament to the Catalan language and culture
19. Strengthen the collaboration with the *Xarxa Vives d'Universitats*
20. Achieve multilingual campuses

#### **Line 5 Knowledge for development**

Foster coherent and coordinated university cooperation with developing countries.

21. Foster a joint programme of Catalan university cooperation for development
22. Create a programme for strategic cooperation with Africa
23. Mediterranean Higher Education and Research Area

#### **Line 6 The University of Catalonia**

Consolidate inter-university collaboration that benefits each university and the system as a whole.

24. Consolidate the collaboration between the institutional actors of Catalonia and the rest of Spain
25. Create joint bodies of international representation.
26. Foster reflection on internationalisation

On the basis of the six lines of action and strategies of the *Internationalisation Plan*, five programmes for the Biennial Action Plan 2010-2011 are established:

1. Plan for communication and improvement of the promotion of the Catalan university system
2. International observatory
3. Joint post-graduate platform
4. Mediterranean Higher Education and Research Area
5. Cooperation for development

The first programme, i.e., the *Plan for communication and improvement of the projection of the Catalan university system*, corresponds to the goal and, at the same time, the need to increase the international visibility of the Catalan university system.

The second programme, the *International observatory*, arises from the desire and interest Catalan public universities have shown in acquiring, on the one hand, a greater knowledge of the international situation of the universities, establishing a system of indicators, and on the other hand, a greater knowledge of the international situation.

The *Joint post-graduate platform* is another action conceived to increase the international projection of the Catalan public university system, but it also aims to promote research and innovation, which are fundamental to the development of our economy and society.

The fourth programme is the *Mediterranean Higher Education and Research Area*. Barcelona and Catalonia in general have played an important role in the development of European policies relating to the Mediterranean region. Indeed, Barcelona has recently been chosen as the headquarters of the Secretariat of the Union for the Mediterranean. In this new context, Catalan universities wish to participate actively in the new leading role occupied by Barcelona and Catalonia, contributing actions in the sphere of research and innovation and in that of development cooperation.

The last programme is *Cooperation for development*. Universities have an important role to play in the development of societies. They can contribute, together with other development actors, to the training of experts and future leaders; to the development of institutions of higher education by creating solid systems of science, technology and innovation; to research on subjects that are pertinent to development (*Research for Development*), and to integration in international networks of knowledge, among other ways by promoting ICT.

# Work Programme 2010-2011

To implement the *Internationalisation Plan*, three Biennial Action Plans will be prepared (Action Plan 2010-2011, 2012-2013 and 2014-2015). These plans will consist of programmes, a series of concrete actions, specific budgets, working teams, and results and indicators. For each Biennial Action Plan, financing will be established to carry out the various programmes and actions. In this respect, the universities and institutions promoting the *Internationalisation Plan* will agree on the specific contributions for the present Biennial Action Plan 2010-2011. Specifically, biennial agreements will be signed between, on the one hand, ACUP and the *Generalitat de Catalunya*, and on the other, between ACUP and the Central Administration of Spain. The main bodies involved on behalf of the two administrations are as follows:

- Ministry of Innovation, Universities and Enterprise of the *Generalitat de Catalunya*
- Presidential Department of the *Generalitat de Catalunya*
- Vice-Presidential Department of the *Generalitat de Catalunya*
- Ministry of Education of Spain
- Ministry of Science and Innovation of Spain
- Ministry of Foreign Affairs and Cooperation of Spain

In these specific biennial agreements, the priorities, concrete actions and funding that should be provided in accordance with the *Internationalisation Plan* and the present Biennial Operating Plan 2010-2011 will be determined jointly.

The ACUP International Relations Commission will meet once every six months to study the performance status of the *Internationalisation Plan*, to assess possible dysfunctions and to carry out the various programmed actions. The ACUP International Relations Commission is formed by the Vice-Rectors for International Relations, the Heads of the International Relations Offices or Services of the universities, and the ACUP Executive Secretariat under the coordination of the latter.

Within the ACUP Secretariat, a specialised working unit will be created for the effective implementation of the *Internationalisation Plan*. The unit will operate under permanent coordination with the universities'

international relations offices and services through the ordinary work and the meetings of the ACUP International Relations Commission.

Additionally, for the ordinary implementation of the *Biennial Action Plan 2010-2011*, a Technical Council will be created with three representatives of the Catalan public universities (two Vice-Rectors and one Head of International Relations Service) and the ACUP Secretariat (Executive and Technical secretariats). This Technical Council will have the mission of implementing and monitoring the Biennial Action Plan, and will report to and inform, the ACUP International Relations Commission.

The respective programmes and actions are presented in detail below.

## Programme 1: Plan for communication and improvement of the promotion of the Catalan university system

Action	Institutions involved	Results and indicators	Performance	Funding
Brand study	ACUP, Generalitat de Catalunya	Creation and development of a solid joint brand	1st half of 2010	ACUP, Generalitat de Catalunya
Joint communication and promotion plan	ACUP, Generalitat de Catalunya, Central Administration of Spain	Design and start-up of a communication and promotion plan	1st half of 2010	ACUP, Generalitat de Catalunya, Central Administration of Spain
Joint international initiatives (attendance to fairs and representation at international conferences)	Universities, ACUP, Generalitat de Catalunya	Selection of international fairs for joint attendance	Permanent	Universities, ACUP, Generalitat de Catalunya
Study of indicators of international and European ranking systems (under preparation) and design of a strategy for improving the results of the Catalan universities	Universities, ACUP, Generalitat de Catalunya, Central Administration of Spain	Improvement of Catalan public universities' position in the rankings	1st half of 2011	Universities, ACUP, Generalitat de Catalunya, Central Administration of Spain
“University of Catalonia – European Commission” Office	Universities, ACUP, Generalitat de Catalunya	Joint presence before the European Commission in higher education and research affairs	Study and design 2010 Start-up January 2011	Universities, ACUP, Generalitat de Catalunya

## Programme 2: International observatory

Action	Institutions involved	Results and indicators	Performance	Funding
Promotion of benchmarking studies on international promotion with European regions with similar interests	ACUP, <i>Generalitat de Catalunya</i>	Compilation and dissemination of international good practices. Search for complementarities and possible areas of collaboration	Permanent	ACUP, <i>Generalitat de Catalunya</i>
Participation in the OECD Higher Education in Regional and City Development project	Social agents, universities, ACUP, City Council of Barcelona, <i>Generalitat de Catalunya</i>	Self-assessment report External experts report Closing seminar	1st half of 2010	City Council of Barcelona, ACUP, <i>Generalitat de Catalunya</i> , Fundación CyD, Metropolitan Strategic Plan of Barcelona
Assessment of the eight ACUP universities by the EUA	AQU, ACUP, universities	EUA assessment and recommendations	2nd half of 2010	AQU, universities
Analysis to establish a system of internationalisation indicators by means of benchmarking (IMPI project) and coordination with <i>Fundación Universidad.es</i>	Universities, ACUP, Central Administration of Spain, <i>Generalitat de Catalunya</i> , CHE	Single system of indicators Influence on the preparation of European internationalisation indicators	Permanent	<i>Generalitat de Catalunya</i> , Central Administration of Spain, ACUP

### Programme 3: Joint post-graduate platform

Action	Institutions involved	Results and indicators	Performance	Funding
Identification of teaching potential and Catalan public universities' inter-university programmes	Universities, ACUP, <i>Generalitat de Catalunya</i>	List of joint programmes	1st half of 2010	Universities, ACUP, <i>Generalitat de Catalunya</i>
Selection or design of the post-graduate programmes with the greatest international projection	Universities, ACUP, <i>Generalitat de Catalunya</i>	List of post-graduate programmes of international projection	2nd half of 2010	Universities, ACUP, <i>Generalitat de Catalunya</i>
Linking the selected programmes to research lines so that the post-graduate programmes will be tied to research areas of excellence of the Catalan public university system	Universities, ACUP, <i>Generalitat de Catalunya</i>	List of post-graduate programmes and research lines	1st half of 2011	Universities, ACUP, <i>Generalitat de Catalunya</i>
Joint platform of master's programmes and doctorates	Universities, ACUP, <i>Generalitat de Catalunya</i>	Creation of a joint post-graduate platform of international promotion. Outreach material on Catalan programmes	Beginning of 2011	Universities, ACUP, <i>Generalitat de Catalunya</i>

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## Programme 4: Mediterranean Higher Education and Research Area

Action	Institutions involved	Results and indicators	Performance	Funding
Scholarship programme for students and professionals from the Mediterranean region for research or teaching periods in Catalonia	Universities, ACUP, <i>Generalitat de Catalunya</i> , Central Administration of Spain	Annual grant competition	1st half of 2011	Universities, ACUP, <i>Generalitat de Catalunya</i> , Central Administration of Spain
Search for research and university training synergies with Mediterranean countries	Universities, ACUP, <i>Generalitat de Catalunya</i> , Central Administration of Spain	Identification of priority research and teaching fields	2nd half of 2010	Universities, ACUP, <i>Generalitat de Catalunya</i> , Central Administration of Spain
Promotion of the EPUF network and its activities	Universities, ACUP, <i>Generalitat de Catalunya</i>		Permanent	Universities, ACUP, <i>Generalitat de Catalunya</i>
Promotion of university projects in the context of the Union for the Mediterranean	Universities, ACUP	Preparation of projects to be carried out in the framework of the Union for the Mediterranean	Permanent	Universities, ACUP, <i>Generalitat de Catalunya</i>

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## Programme 5: Cooperation for development

Action	Institutions involved	Results and indicators	Performance	Funding
Joint strategy for University Cooperation for Development	ACUP, universities	Joint plan of University Cooperation for Development	1st half of 2010	ACUP, <i>Generalitat de Catalunya</i>
Framework programme for strategic cooperation with Africa	ACUP, universities, <i>Generalitat de Catalunya</i> , Central Administration of Spain		2nd half of 2010	ACUP, universities, <i>Generalitat de Catalunya</i> , Central Administration of Spain
University management platform (Africa-Catalonia)	ACUP, universities, <i>Generalitat de Catalunya</i> , Central Administration of Spain		1st half of 2010	ACUP, universities, <i>Generalitat de Catalunya</i> , Central Administration of Spain

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# INTERNATIONALISATION PLAN of the Catalan Public Universities 2010-2015

Nowadays, being internationally present and working within the global knowledge network is both a challenge and an inevitable reality for universities. Internationalisation is a clear method of increasing the institutional capacities of each university and the Catalan public university system as a whole. Achieving greater internationalisation will require making the academic programmes more attractive and improving its quality, lines of research and institutional innovation. For this reason, the universities that form the Catalan Association of Public Universities – ACUP - under the *University of Catalonia* brand – Universitat de Barcelona (UB), Universitat Autònoma de Barcelona (UAB), Universitat Politècnica de Catalunya (UPC), Universitat Pompeu Fabra (UPF), Universitat de Girona (UdG), Universitat de Lleida (UdL), Universitat Rovira i Virgili (URV) and Universitat Oberta de Catalunya (UOC) – have prepared a joint and proactive response to address the challenges of today's global society and the need for an internationalisation that is well thought-out, structured and that will enable the creation of a university area of excellence in southern Europe.

A first step in this direction was the publication of the *White Paper on the University of Catalonia* in 2008. The *Internationalisation Plan of the Catalan Public Universities 2010-2015*, which was envisaged in the *White Paper on the University of Catalonia*, reaffirms this will to become a university and research system of international reference.

The *Internationalisation Plan* is based on a vision that is bold and ambitious but also achievable. The main objective of the *Internationalisation Plan* is for the *University of Catalonia* to become internationally recognised for its quality, innovation and social responsibility.